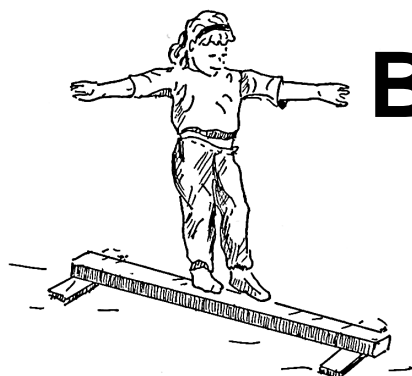
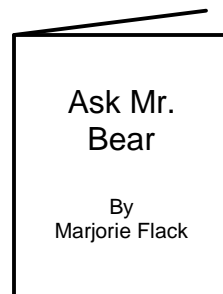


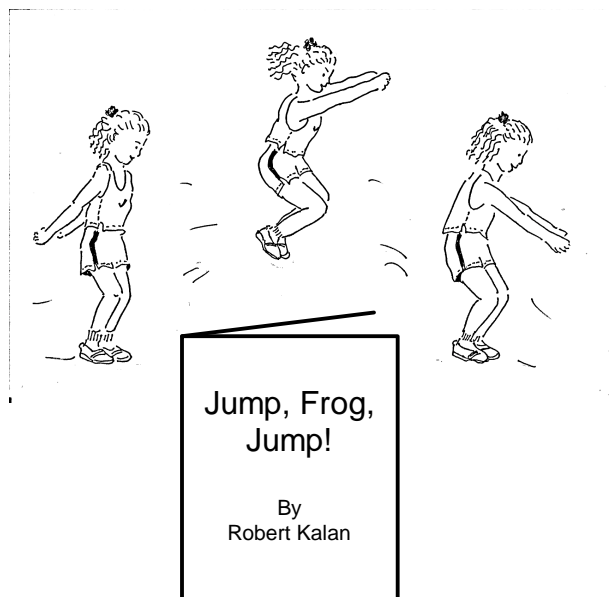
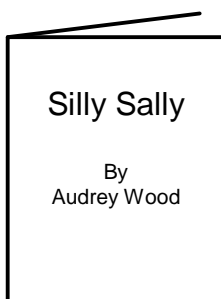


Books and Movement – A Magical Mix



B.A.M.M.M.!

December 2005
I Can Crawl



B.A.M.M.M.!

Books and Movement – A Magical Mix

Learning Activity #1 <i>August 2005</i>	I Can Move My Body in Many Ways	Book: <i>From Head to Toe</i> By Eric Carle
Learning Activity #2 <i>September 2005</i>	I Can Dance	Book: <i>Giraffes Can't Dance</i> By Giles Andreae Illustrated by Guy Parker-Rees
Learning Activity #3 <i>October 2005</i>	I Can Walk	Book: <i>We're Going on a Picnic</i> By Pat Hutchins
Learning Activity #4 <i>November 2005</i>	I Can Run	Book: <i>The Gingerbread Man</i> Retold by Jim Aylesworth Illustrated by Barbara McClintock
Learning Activity #5 <i>December 2005</i>	I Can Crawl	Book: <i>Inch by Inch</i> By Leo Lionni
Learning Activity #6 <i>January 2006</i>	I Can Balance	Book: <i>Silly Sally</i> By Audrey Wood
Learning Activity #7 <i>February 2006</i>	I Can Dance Colors	Book: <i>Color Dance</i> By Ann Jonas
Learning Activity #8 <i>March 2006</i>	I Can Bounce	Book: <i>Bouncing Time</i> By Patricia Hubbell Illustrated by Melissa Sweet
Learning Activity #9 <i>April 2006</i>	I Can Play Sticks	Book: <i>Thump, Thump, Rat-a-Tat-Tat</i> By Gene Baer Illustrated by Lois Ehlert
Learning Activity #10 <i>May 2006</i>	I Can Jump!	Book: <i>Jump, Frog, Jump!</i> By Robert Kalan
Learning Activity #11 <i>June 2006</i>	I Can Travel Through an Obstacle Course	Book: <i>We're Going on a Bear Hunt</i> By Michael Rosen Illustrated by Helen Oxenbury
Learning Activity #12 <i>July 2006</i>	I Can Travel in Many Ways	Book: <i>Ask Mr. Bear</i> By Marjorie Flack

Books and Movement – A Magical Mix B.A.M.M.M.!

Introduction

This learning activity is one in a series of twelve that will be available from the Division of Child Care and Early Childhood Education. Each activity begins with a children's book, extends to movement activities that are suggested in the book, and expands to include related curriculum activities and ideas for enhancing the learning environment.

Through these twelve learning activities, teachers and caregivers of preschool children are provided the tools that can:

- instill in children a desire to become lifelong readers
- give children the skills and motivation to become physically active for life
- enrich the curriculum and learning environment

Implementation

The following sections of the learning activity are to be included in one group session:

- ✓ Introduce the Activity
- ✓ Present the Story
- ✓ Extend the Story
- ✓ Conclude the Session

The Benchmarks listed at the beginning of the learning activity apply to the group session. Movement skills that are the focus of many of the activities are also listed. If a program does not have access to the featured book, use one of the other books listed and make necessary adjustments to the activities while focusing on the listed movement skills. Teachers and caregivers are invited to include, where appropriate for their children, the additional activities.

Individual programs may need to adapt the movement activities so each child can participate as independently and successfully as possible. Consider having children who are prone to injury wear eye and/or head protection.

Space

Each program will have to determine the space that is available for a movement program. Providing sufficient space for the children in the group to move safely is a key component of a successful movement education program.

Rules

Establish with children some rules for your movement program that include the following:

- how children are to enter and leave the space used for movement activities
- space children are to stay within during movement activities (boundaries)
- stop and go signal such as clapping hands, striking drum or striking two rhythm sticks together (children freeze when they hear the signal)
- self-space, which is the space that immediately surrounds each child's body (carpet squares or personal marker spots help define self-space)
- safe ways to move during activities such as walking, running and galloping (move without touching anyone else, not getting too close to others)

Consider creating an illustrated rules chart with the children. When beginning a movement program with a new group of children, review the chart at the start of each session, then review later as needed. Here is a sample of a rules chart.

Rules for Safe Movement

- ✓ Walk into the activity room and sit on your carpet square.
- ✓ Respect everyone's self-space.
- ✓ Stop when you hear the drum beat
- ✓ Move around the room without touching anyone.
- ✓ Stay in the boundaries.

Teacher/Caregiver Support

Before beginning a movement education program, consider reviewing the two books by Stephen W. Sanders that are listed under **Resources**. These books provide a solid foundation for developing a safe and developmentally appropriate movement education program for preschool children.

To enhance your techniques for reading aloud and for conducting successful small group activities with children, the Division of Child Care and Early Childhood Education has two videos available for check-out and viewing. The video titles are listed under **Resources**.

Resources

Movement Education Books

Active for Life: developmentally appropriate movement programs for young children by Stephen W. Sanders, published by National Association for the Education of Young Children, Washington, D.C. in cooperation with Human Kinetics Publishers, Champaign, IL (2002)

Designing Preschool Movement Programs by Stephen W. Sanders, published by Human Kinetics, Champaign, IL (1992)

Videos

Read it Again! Experience the Joy of Reading Aloud with Children

Math and Science Experiences for Preschool Children: Hands on Learning in Small Groups

Videos can be checked out from the Arkansas Department of Human Services, Division of Child Care and Early Childhood Education

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Ellen Voyles – story telling figures

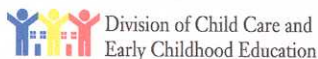
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Learning Activity #5 – I Can Crawl

Book: *Inch by Inch* by Leo Lionni

Benchmarks	<p>3.1 Shows enjoyment of books and stories and discussion of them</p> <p>3.15 Shows an understanding of number (how many) and numeral (3 is a numeral) relationship (numeration)</p> <p>3.17 Shows understanding of different relationships of objects in space (spatial relations)</p> <p>4.9 Freely participates in gross motor activities</p> <p>4.11 Runs, jumps, hops and skips</p>
Locomotor Skills	➤ Crawling
You will need:	<ul style="list-style-type: none"> ✓ Book: <i>Inch by Inch</i> by Leo Lionni ✓ Measuring tools: rulers, yardstick, cloth measuring tape, metal measuring tape ✓ Carpeted area for crawling ✓ Obstacle course for different types of crawling: box to move through on stomach, chair to crawl under, geometric crawl-through shapes or large cardboard boxes with shapes cut out of sides (circle, triangle, square) for children to crawl through, hula hoop ✓ Song: "I've Been Crawling" ✓ Carpet squares or personal space markers
Introduce the Activity	<ul style="list-style-type: none"> • Have children select carpet squares or personal space markers to sit on. • Place rulers, yardstick, cloth measuring tape and metal measuring tape on floor in front of children. • Allow children to examine the measuring tools. • Listen to their comments and ask questions to determine what they know about the tools. Can they name the tools? If not, name them for the children. Have they seen the tools used? If so, where and who used them? For what purpose? How are the tools alike? How are they different? • Use the words "measure" and "measuring" as you and the children explore and discuss the tools. • Explain to children that all of the tools are used for measuring things and that they will have opportunities to use some of these measuring tools in their learning centers. • Put the tools out of reach of children as you present the story.
Present the Story	<ul style="list-style-type: none"> • Prepare to read the book, <i>Inch by Inch</i>. • Remind the children that they just saw some tools that are used for measuring things. Now they will see a different way to measure. • Show the cover, give title and author. (Explain that author is person who writes the book.)

	<ul style="list-style-type: none"> • Ask children to look at the cover and describe what they see. Call attention to the inchworm if children don't notice it. • Read book with children sitting so all can see the pictures. • Make sure children can see the inchworm on each page, especially as he escapes from the nightingale. • Review the book with children by showing them pages and involving them in naming the things the inchworm measured. • Ask children which of the things the inchworm measured is the longest? Which is the shortest? • Ask children why they think the inchworm couldn't measure the nightingale's song. Accept all answers. • Involve children in discussing what the inchworm did to prevent the nightingale from eating him for breakfast. <p>Teacher Note: Look for a picture of a pheasant to show children. (Locate using a web search for "pheasant") Only the tail shows on the page. Also, most children may have never seen a pheasant.</p>
<p>Extend the Story</p>	<ul style="list-style-type: none"> • Explain to children that they will now have an opportunity to crawl like the inchworm. • Have children complete the following crawling obstacle course: <ul style="list-style-type: none"> o Scoot on their tummies through a cardboard box without touching the sides. <div data-bbox="675 1102 1235 1444" data-label="Image"> </div> <ul style="list-style-type: none"> o Crawl on hands and knees under a chair without touching the sides o Crawl through a hula hoop as you hold it vertically with it touching floor o Crawl through geometric crawl-through shapes or cardboard boxes with shapes cut out of sides

	 <ul style="list-style-type: none"> • Observe children to determine when they begin to tire and ask them to stop crawling and return to their carpet squares.
<p>Conclude the Session</p>	<ul style="list-style-type: none"> • Lead the children in singing “I’ve Been Crawling” to tune of “Are You Sleeping?” <ul style="list-style-type: none"> <i>I’ve been crawling, I’ve been crawling</i> (make crawling motions with hands) <i>On my hands</i> (show hands), <i>On my knees</i> (point to knees) <i>Crawling is such hard work, so I need to rest now</i> <i>If you please, if you please</i> (Place hands on side of head and rest head on them) • Invite children to join you in singing the song again and making motions as they sing.
<p>Try these additional activities</p>	<p style="text-align: center;">More Crawling</p> <ul style="list-style-type: none"> • Include additional crawling activities such as these: <ul style="list-style-type: none"> o Provide a tunnel for children to crawl through. Tunnels can be placed indoors or outdoors. o Provide large snap-together cubes for children to crawl through. o Involve children in moving through obstacle courses that include opportunities for crawling. o Have children crawl backwards. o Have children do a crab walk. o Involve children in crawling around barriers such as cones or liter bottles without touching them.

Measure in the Block Center

- Introduce measuring in the block center.
 - o Join children in the block center as they build with unit blocks. Guide them to see that each block is a unit of another block. For example, if a child says she needs all of the long blocks to make her house large enough, show her how several blocks can be put together and be the same length as the long block.
 - o Add rulers and cloth measuring tapes to the block center. Observe to see if children use the tools to measure blocks, for example. Listen to their conversation about what they are doing. Provide paper and pencil so they can “write” down their measurements or ask you to record them.

Measure Other Things

- Introduce measuring in the water table/tub
 - o Add measuring utensils such as plastic measuring cups and measuring spoons in the water table/tub. Provide liter drink bottles, bowls and funnels.
 - o Allow children to explore the materials. Observe what they do and say.
 - o Ask questions such as, “*How many cups of water will it take to fill the bottle?*”
 - o Call attention to the markings and writing on the cups and spoons.
- Place kitchen scales in home living center for weighing fruits and vegetables.
- Involve children in using their feet for measuring.
 - o Help children trace around a foot on a piece of cardboard or tagboard. Have them cut out the foot.
 - o Show children how to use their own cardboard foot to measure the length of the table or the length of a storage shelf.
 - o Observe to see if children use their foot to do additional measuring.

Food Experiences

- Involve children in measuring during snacks and food experiences.
 - o Use a measuring cup to measure the amount of juice or milk each child is served. Say, *"I'm giving everyone one cup of milk."*
 - o Put dry cereal in a serving bowl. Allow each child to use a measuring cup with a handle to measure cereal into their individual bowl. Say, *"Measure ½ cup of cereal into your bowl."*
 - o Involve a small group of children (4 to 6) in preparing Trail Mix for snack.

Prepare an illustrated recipe card for making Trail Mix.

Trail Mix

2 cups Chex or other cereal with large pieces
¼ cup dried fruit bits
¼ cup raisins
¼ cup yogurt-covered carob pieces

Measure ingredients and empty into reusable bag
Close bag and shake to mix

Teacher Note: Because of their potential choking hazard, raisins should be served only to children who are 4 years or older.

How Tall Am I?

- Involve children in a "How Tall Am I?" activity.
 - o Prepare strips of adding machine tape approximately 6" longer than the child is tall (one per child).
 - o Tape the strip of tape vertically to the wall.
 - o Write the child's name and the date on the tape. As the child stands next to the wall, make a mark on the tape, indicating the child's height.
 - o Use a measuring tape and help child measure his/her height. Record the child's height next to the mark.
 - o Repeat this procedure for each child.
 - o Display the tapes in the classroom for a few days, then store in the child's portfolio or folder.
 - o Repeat this activity every 4 to 5 months to show how much the child has grown. Compare the two tapes.

Teacher's Note: Do not compare the children's heights.

Additional Books	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Who Sank the Boat?</i> by Pamela Allen <input type="checkbox"/> <i>The Biggest Boy</i> by Kevin Henkes (1995), Greenwillow <input type="checkbox"/> <i>Heavy Is a Hippopotamus</i> by Miriam Shlein (1954) Scott Publishing <input type="checkbox"/> <i>The Biggest Bear</i> by Lynd Ward (1952) Houghton Mifflin <input type="checkbox"/> <i>The Enormous Turnip</i> by Kathy Parkinson. Greenwillow
Resources	<ul style="list-style-type: none"> ✓ Personal space markers can be ordered from equipment catalogs and from school supply catalogs. ✓ Tunnels can be ordered from equipment catalogs and from school supply catalogs. ✓ Geometric crawl through shapes can be ordered from equipment catalogs.

Teacher Notes:

- Children need to hear the same story read to them several times.
- Children also need frequent opportunities to repeat and practice movement activities.
- Plan to reread the book, *Inch by Inch* by Leo Lionni, and include a variety of the movement activities.
- It is important that stories and activities be repeated with children at different times throughout the year.